

**CENTRE FOR TEACHING AND  
LEARNING SERVICES**

**ANNUAL REPORT**

**1997-98**

**CENTRE FOR TEACHING AND  
LEARNING SERVICES**

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# **Centre for Teaching and Learning Services**

## **Annual Report**

### **Introduction**

This year's Annual Report reveals an increase in activity in both scope and direction. The Center opened its doors to other post secondary institutions – both in allowing post-secondary teachers to attend our workshops and in the center staff conducting on-site workshops. These workshops were well evaluated and we have been asked to conduct more of them this coming year. These workshops bring extra revenue to CTLS, giving us the extra resources to work with.

For the first time in 26 years, the Center now has an Advisory Committee comprised of 5 full time faculty (two from Arts and Science, one from Commerce and Administration, one from Engineering and Computer Science and one from Fine Arts) and one part time faculty member. The purpose of the Advisory Committee is to provide extensive links with the Concordia Community by providing valuable two-way communication about the work of the center and by helping to identify relevant issues and needs across the institution. This group also serves as a source of expertise consultation with various groups in the University.

This year the Center undertook a CQI project to revamp the Course Evaluation system at Concordia. The mandate of the CQI project was to identify problems in the administration of course evaluation; to look at alternative systems that would incorporate optical scanning and be compatible with the CTLS mandate, and the resources available; to implement changes to improve the system; and once the changes were made, to continue to evaluate and improve the system; and to continue to evaluate and improve the administration of Course Evaluation. Our recommendation, based upon analysis of several problem areas, was that a new Course evaluation system be developed. To date, a scanner has been purchased. The faculties have been asked to develop a one-page faculty-wide questionnaire. We are now at the stage of selecting and/or developing software to process the course evaluations.

With financial assistance from Graduate Studies, CTLS has produced a video on "Teaching Large Classes", which showcases Concordia Faculty teaching large classes and discussing some of their techniques. The video addresses such issues as classroom management, grading, cheating and making use of resources.

CTLS organized the Fifth New Faculty Orientation. Twenty-three attended the orientation, which took place on September 1<sup>st</sup>. New faculty had the opportunity to meet the Rector, Provost and Vice Rector, Research as well as the Deans and new colleagues. Key university services were explained and the Social Hour and Barbecue held at the end of the day gave new faculty and their families a chance to meet informally with many members of the Concordia community.

CTLS organized the 7<sup>th</sup> Annual Graduate and Undergraduate Teaching Assistant Orientation which was attended by over 100 participants. The half-day general orientation was followed by a week of workshops ranging from issues of time management to instructional skills. Thirty-four participants who attended the orientation and five workshops received a certificate from our office.

This year CTLS sponsored 16 faculty development workshops and three intensive instructional skill workshops (ISW), including a special one for Engineering and Computer Science. Faculty development workshops are aimed at consolidating, enhancing and sharing participant's knowledge, assessment, technology and teaching, construction of teaching portfolios, teaching critical thinking. Approximately 220 faculty members attended workshops organized by the Centre.

The instructional Skills Workshop (ISW) concentrates on the development of fundamental skills of writing objectives, preparing lesson plans, conducting participatory instructional sessions and giving helpful feedback. The ISW is a powerful mechanism for instructional and organizational renewal, bringing faculty together in a positive, structured context where they can work on their instructional skills, share experiences and take risks with new approaches.

One ISW facilitator was trained in Commerce and Administration, two from Engineering & Computer Science. The facilitator skills training prepares experienced instructors to design and conduct the ISW. Faculty members who are trained ISW facilitators are a valuable source of "in-house" faculty development expertise for faculties and departments. Faculty who have taken or facilitated ISW's have a shared understanding of pedagogy, instructional design, and ongoing professional development. According to faculty at Concordia, participating in an ISW has had an enormous positive impact on their teaching, giving them more insight into their teaching style, confidence and even helped them make a "paradigm shift" from traditional lecture to more interactive approaches.

The Centre also participated in the Code of Ethics Workshop. Senior administrators were presented with case studies and were asked to problem solve. Some of the issues included: dual relationships, confidentiality, pedagogical competence, and conflict of interest. The workshop took into account issues that emerged from The Code of Ethics, The Code of Rights and Responsibilities, The Code of Conduct Academic, Guidelines for Research with Human Subjects, The Rules of Natural Justice and Ethical Principles for College and University Teaching.

Forty-six faculty members sought individual teaching consulting services this year (26 from Arts and Science, 4 from Engineering and Computer Science, 9 from Fine Arts and 7 from Commerce and Administration). Consultations include meetings with faculty members, classroom visits, and classroom assessments. Teaching development projects conducted by clients of the Center this year included using group work in large classes, assessing learning at mid-term (over 400 students participated), interpreting course evaluations, and becoming familiar with the research on teaching and learning. Over thirty resources packages were assembled for individual faculty on topics including supervising graduate students, grading and assessment, Problem-Based Learning (PBL), developing questioning skills and motivating students.

There were two departmental consultations this year: one consultation to facilitate discussion on a departmental merger, and one teaching development consultation. CTLS also began to explore, with our advisory Committee, the possibility of offering consulting services to other post-secondary institutions.

# **CENTRE FOR TEACHING AND LEARNING SERVICES 1997-98 Annual Report**

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## **CENTRE FOR TEACHING AND LEARNING SERVICES**

### **Annual Report 1997-98**

The mandate of the new Centre is to encourage and support the evaluation and improvement of teaching and learning at Concordia. This is accomplished primarily through the provision of activities and services designed to enhance the knowledge and skills of the faculty. The focus is on increasing the effectiveness of our current teaching practices and on developing new and innovative teaching methods.

The regular services [provided by LDO (course evaluation, consultations, workshops and seminars, newsletters, and Teaching Development Grants) have been continued by CTLS. LDO's work had recently been expanded to include responsibility for the New Faculty Orientation program, the Teaching assistant Training Program and a new Faculty Teaching Development Program. Senate approved the Faculty Teaching Development Program on March 8, 1996 and instituted in September. It encompasses many of the Centre's general services to faculty as well as New Faculty orientation. In this first year, a Mentoring program was piloted with new faculty.

Building on the Lacolle Centre's experience and connections with the community, CTLS offered a new Service Learning Program this year. The program is designed to develop and strengthen our relationships with the community by assisting faculty members to build into their courses significant opportunities for their students to be involved in projects, which provide service to the community.

**Course Evaluation Summary (Fall 1997/Spring 1998)**  
**Faculty of Arts & Science**

Department	FALL 1997			SPRING 1998			TOTAL: FALL 1997/SPRING 1998			
	# Courses	Enrolment	Printing Cost	# Courses	Enrolment	Printing Cost	# of Dept. Qsts.	# Courses	Enrolment	Printing Cost
Applied Social Science	9	223	\$44.00	28	805	\$114.00	2*	37	1028	\$158.00
Biology	39	2,039	\$151.56	42	2,100	\$112.06	1	81	4,139	\$263.62
Chemistry/Biochemistry	81	2,893	\$225.12	87	2,964	\$186.12	2	168	5,857	\$411.24
Classics/Modern Lang.	59	2,110	\$87.26	73	2,466	\$95.26	2	132	4,576	\$182.52
Communication Studies	35	1,154	\$117.60	50	1,263	\$109.03	1	85	2,417	\$226.63
Economics	68	3,614	\$242.56	68	3,316	\$197.06	1	136	6,930	\$439.62
Education	56	1,477	\$112.56	81	2,150	\$130.65	1	137	3,627	\$243.21
English	52	2,196	\$208.82	90	3,215	\$199.84	3	142	5,411	\$408.66
Exercise Science	23	2,112	\$267.86	27	2,033	\$217.90	2	50	4,145	\$485.76
Études Françaises	89	2,042	\$206.86	75	1,887	\$253.58	2	164	3,929	\$460.44
Geography/Urban Studies	16	811	\$62.00	29	1,539	\$132.64	2	45	2,350	\$224.64
Geology	9	333	\$31.00	8	312	\$41.00	1	17	645	\$72.00
History	29	1,474	\$46.00	30	1,577	\$60.00	1	59	3,051	\$106.00
Journalism	27	758	\$81.00	25	547	\$41.00	1	52	1,305	\$122.00
Liberal Arts College	4	86	\$11.00	17	274	\$31.00	1	21	360	\$42.00
Leisure Studies	12	582	\$31.00	15	873	\$81.00	1	27	1,455	\$112.00
Loneragan College	2	20	\$0.00	0	0	\$0.00	1	2	20	\$0.00
Mathematics	91	3,529	\$203.06	80	3,156	\$164.56	1	171	6,685	\$367.62
Philisophy/SCHA	18	870	\$78.00	21	1,091	\$88.00	2	39	1,961	\$166.00
Physics	19	593	\$31.00	13	517	\$26.00	1	32	1,110	\$57.00
Political Science	60	3,117	\$231.06	62	3,213	\$118.56	2	122	6,330	\$349.62
Psychology	93	2,991	\$177.06	115	4,129	\$392.06	3	208	7,120	\$569.12
Religion	20	1,043	\$101.50	26	1,437	\$86.56	1	46	2,480	\$188.06
Science College	1	34	\$0.00	3	51	\$0.00	1	4	85	\$0.00
Sociology/Anthropology	51	2,810	\$123.17	73	3,656	\$151.62	1	124	6,466	\$274.79
TESL Centre	45	1,217	\$127.00	50	1,210	\$148.00	3	95	2,427	\$275.00
Theological Studies	15	630	\$57.00	10	621	\$49.00	1	25	1,251	\$106.00
Women's Studies	9	270	\$31.00	8	253	\$21.00	1	17	523	\$52.00
<b>TOTAL</b>	<b>1,032</b>	<b>41,028</b>	<b>\$3,085.49</b>	<b>1,206</b>	<b>46,655</b>	<b>\$3,247.50</b>	<b>42</b>	<b>2,238</b>	<b>87,683</b>	<b>\$6,332.99</b>

\*APSS uses 1 questionnaire and 1 supplemental sheet concerning discriminatory practices

# Courses = total number of packages requested and prepared

Enrolment = total # of students in the courses

Printing Cost = cost to CTLS to print necessary questionnaires

# of Dept. Qsts. = number of different questionnaire types used by the department

**Course Evaluation Summary (Fall 1997/Spring 1998)**  
**Faculty of Commerce & Administration**

	FALL 1997			SPRING 1998			TOTAL: FALL 1997/SPRING 1998			
Department	# Courses	Enrolment	Printing Cost	# Courses	Enrolment	Printing Cost	# of Qsts.	# Courses	Enrolment	Printing Cost
Accountancy	66	2,969	\$352.81	66	2,606	\$473.00	1	132	5,575	\$825.81
Aviation M.B.A.	3	75		7	168			10	243	
D.S./M.I.S.	51	2,322		53	2,360			104	4,682	
Executive M.B.A.	13	362		22	554			35	916	
Finance	41	1,844		50	2,287			91	4,131	
Management	68	2,307		86	3,197			154	5,504	
Marketing	71	2,785	\$352.81	66	2,558	\$473.00	1	137	5,343	\$825.81
<b>TOTAL</b>	<b>313</b>	<b>12,664</b>		<b>350</b>	<b>13,730</b>			<b>663</b>	<b>26,394</b>	

# Courses = total number of packages requested and prepared

Enrolment = total # of students in the courses

Printing Cost = cost to CTLS to print necessary questionnaires

# of Qsts. = Commerce & Administration have only one questionnaire used by all departments



**Course Evaluation Summary (Fall 1997/Spring 1998)**  
**Faculty of Engineering & Computer Science**

Department	FALL 1997			SPRING 1998			TOTAL: FALL 1997/SPRING 1998			
	# Courses	Enrolment	Printing Cost	# Courses	Enrolment	Printing Cost	# of Dept. Qsts.	# Courses	Enrolment	Printing Cost
School for Building	68	1,886	\$100.00	87	2,223	\$84.00	5	155	4,109	\$184.00
Computer Science	68	2,833	\$197.06	69	2,483	\$111.64	1	137	5,316	\$308.70
Electrical Engineering	127	2,786	\$149.11	111	2,402	\$172.64	2	138	5,188	\$321.75
Engineering Courses	8	237	\$0.00	15	531	\$41.00	1	23	768	\$41.00
Mechanical Engineering	116	2,966	\$216.00	150	3,228	\$170.67	2	266	6,194	\$386.67
<b>TOTAL</b>	<b>387</b>	<b>10,708</b>	<b>\$662.17</b>	<b>432</b>	<b>10,867</b>	<b>\$579.95</b>	<b>11</b>	<b>719</b>	<b>21,575</b>	<b>\$1,242.12</b>

# Courses = total number of packages requested and prepared

Enrolment = total # of students in the courses

Printing Cost = cost to CTLS to print necessary questionnaires

# of Dept. Qsts. = number of different questionnaire types used by the department

**Course Evaluation Summary (Fall 1997/Spring 1998)**  
**Faculty of Fine Arts**

Department	FALL 1997			SPRING 1998			TOTAL: FALL 1997/SPRING 1998			
	# Courses	Enrolment	Printing Cost	# Courses	Enrolment	Printing Cost	# of Dept. Qsts.	# Courses	Enrolment	Printing Cost
Art Education	11	132	\$17.00	21	288	\$25.00	1	32	422	\$42.00
Creative Art Therapies	17	194	\$45.60	15	130	\$16.00	3	32	324	\$61.60
Art History	23	916	\$415.00	22	977	\$283.00	4	45	1,893	\$698.00
Cinema	25	538	\$51.00	52	1,308	\$119.73	1	77	1,846	\$170.73
Dance	11	209	\$21.00	10	193	\$21.00	1	21	402	\$42.00
Design Art	1	36	\$0.00	18	383	\$41.00	1	19	419	\$41.00
Graduate Studio Arts	10	83	\$0.00	16	143	\$21.00	1	26	226	\$21.00
Music	5	147	\$41.00	56	1,045	\$218.50	2	61	1,192	\$259.50
Studio Arts	33	526	\$6.00	115	1,886	\$108.00	4	148	2,412	\$114.00
Theatre	37	594	\$52.00	41	592	\$41.00	2	78	1,186	\$93.00
<b>TOTAL</b>	<b>173</b>	<b>3,375</b>	<b>\$648.60</b>	<b>366</b>	<b>6,945</b>	<b>\$894.23</b>	<b>20</b>	<b>539</b>	<b>10,320</b>	<b>\$1,542.83</b>

# Courses = total number of packages requested and prepared

Enrolment = total # of students in the courses

Printing Cost = cost to CTLS to print necessary questionnaires

# of Dept. Qsts. = number of different questionnaire types used by the department

**Course Evaluation Summary (Fall 1997/Spring 1998)**  
**Centre for Continuing Education**

Department	FALL 1997			SPRING 1998			TOTAL: FALL 1997/SPRING 1998			
	# Courses	Enrolment	Printing Cost	# Courses	Enrolment	Printing Cost	# of Dept. Qsts.	# Courses	Enrolment	Printing Cost
Continuing Education	153	3,009	\$97.42	136	2,527	\$77.46	1	289	5,536	\$174.88
Language Institute	70	1,238	\$109.20	60	1,042	\$73.00	1	130	2,280	\$182.20
<b>TOTAL.</b>	<b>223</b>	<b>4,247</b>	<b>\$206.62</b>	<b>196</b>	<b>3,569</b>	<b>\$150.46</b>	<b>2</b>	<b>419</b>	<b>7,816</b>	<b>\$357.08</b>

# Courses = total number of packages requested and prepared

Enrolment = total # of students in the courses

Printing Cost = cost to CTLS to print necessary questionnaires

# of Dept. Qsts. = number of different questionnaire types used by the department

**Faculty Development Workshop Series  
1997-98**

DATE	TITLE	# HOURS	# PEOPLE	# A/S	# COMM	# ENGR	# F/A	# C/E	# EXT.
<b>1997</b>									
25/08/97	Constructing a lively 90-min class	1.5	8	4	2	2	-	-	-
26/08/97	The First Day of Class	2.5	9	5	1	1	1	-	1
26/08/97	Preparing Course Syllabi	2.5	5	2	-	3	-	-	-
28/08/97	The World Wide Web	2.5	5	1	-	1	-	-	3
10/09/97	Using the AV Presentation Room	2	8	4	2	2	-	-	-
23/09/97	Infusing Critical Thinking into Instruction	2.5	11	5	3	1	-	-	2
24/09/97	Using Excel in Course Management	2	9	5	2	1	-	1	-
24/09/97 29/09/97	Screen Grabbing Demonstration Software	2 x 3	4	-	1	2	1	-	-
06/10/97	Using Writing to Learn	2	2	2	-	-	-	-	-
07/10/97	Managing Threatening, Aggressive Conduct	1.5	5	1	1	1	1	-	1
08/10/97 14/10/97	Introduction to PowerPoint	2 x 3	13	5	3	2	-	1	2
10/10/97	Reducing Conflicts in Grading	2.5	8	4	2	2	-	-	-
15/10/97	Group Projects & Class Presentations	2	10	6	1	-	-	2	1
23/10/97	Managing Discussions	2	10	5	1	-	2	-	2
24/10/97 28/11/97	The World Wide Web	2 x 2.5	8	5	1	1	1	-	-
27/10/97	Vocal Empowerment	3	16	10	1	-	1	1	3
28/10/97	Developing Questioning Skills	2.5	14	9	1	1	3	-	-
04/11/97 12/11/97	Managing Class Communications through E-mail...	2 x 2	9	6	2	1	-	-	-
05/11/97	The Large Class	2.5	9	3	3	-	-	-	3
14/11/97	The Development of the Teaching Dossier	2.5	8	5	-	-	2	1	-

**Faculty Development Workshop Series  
1997-98**

DATE	TITLE	# HOURS	# PEOPLE	# A/S	# COMM	# ENGR	# F/A	# C/E	# EXT
<b>1998</b>									
09/02/98	Using Learning Groups and Lectures in Large Classes	2.5	5	5	-	-	-	-	-
11/02/98	Virtual Software Demonstrations	2	5	2	1	1	-	-	1
13/02/98	Development of the Teaching Dossier	1.5	9	3	-	1	5	-	-
04/03/98	Introduction to PowerPoint	3	7	3	-	3	1	-	-
10/03/98	Active Learning Methods	3	8	4	1	1	1	-	1
11/03/98	Managing Class Communications through E-mail...	2	4	2	-	2	-	-	-
13/03/98	The World Wide Web	2.5	5	-	-	-	2	-	3
24/03/98	Electronic Submission of Assignments	2	6	3	1	1	-	-	1
<b>TOTALS 1997-98</b>		<b>75.5</b>	<b>220</b>	<b>109</b>	<b>30</b>	<b>30</b>	<b>21</b>	<b>6</b>	<b>24</b>

A/S = Faculty of Arts & Science

COMM = Faculty of Commerce & Administration

ENGR = Faculty of Engineering & Computer Science

F/A = Faculty of Fine Arts

EXT = External or Concordia department other than a faculty

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